



Kentucky Adult Education Policy and Procedure Manual

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Introduction

This manual contains policies and procedures of [Kentucky Adult Education](#) (KYAE), a unit of the [Council on Postsecondary Education](#) (CPE).

KYAE is charged by the Kentucky Adult Education Act of 2000 and the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act, to improve the educational status of adult Kentuckians who do not have a high school diploma, who function at low levels of literacy or who want to learn the English language.

Every county is served by an adult education provider that offers, at a minimum, adult literacy, adult basic education, GED preparation and adult secondary education. Providers may also offer family literacy, English as a second language and workplace education. Adult education programs in counties with full-service jails provide corrections education based on local need and as recommended by the Kentucky Department of Corrections.

KYAE sets annual funding allocations and enrollment goals based on the county's population without a high school diploma or GED, age 18 and over, 2000 U.S. Census. KYAE negotiates [performance measures](#) with the U.S. Department of Education, Office of Vocational and Adult Education, and holds local programs accountable for meeting these measures through the [National Reporting System](#).

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Core Services

KYAE core services are defined as adult literacy services, adult basic education, GED preparation/adult secondary education, English as a second language, family literacy, corrections education and workplace education. Instruction in life skills, employability skills and computer literacy may be integrated into academic instruction but may not be provided as stand-alone instruction.

Adult education programs shall provide free and direct services to eligible adult students. Every provider shall operate one or more sites in the county to meet the unique learning needs of its residents. Fiscal agents shall provide services only in the counties for which they have contracted.

County adult education providers shall not charge students or employers for instructional or other services covered by state and federal adult education funds.

REQUIRED CORE SERVICES

KYAE-funded programs are required to provide the following core services.

ADULT LITERACY

Adult literacy is a program of instruction designed for adults who have minimal or no skills in reading, writing, speaking, problem solving or computation.

ADULT BASIC EDUCATION

Instruction in adult basic education is designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, in the workplace or in the family.

GED PREPARATION/ADULT SECONDARY EDUCATION

GED preparation/adult secondary education provides instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient in reading, writing, speaking, problem solving or computation or do not have a high school credential.

Students with a high school credential may be served in core services if they score 11.9 or below on the TABE.

LOCAL CORRECTIONS EDUCATION

Counties with full-service jails are expected to provide corrections education using core services grant funding. Corrections education is a program of instruction in adult literacy, adult basic education, GED preparation/adult secondary education, and/or English as a second language for adult criminal offenders in correctional institutions. Instruction in life skills, employability skills

and computer literacy may be integrated into academic instruction but may not be provided as stand-alone instruction.

The delivery of corrections education in full-service jails will be determined by local need as assessed by the county program in conjunction with the local jailer. If a county with a full-service jail elects not to provide corrections education and the local jailer wants adult education services in the jail, KYAE will broker services for that jail. The corrections education students will count toward the enrollment goal of the county providing services in the jail.

Corrections education funding has been integrated into the core services grant; therefore, corrections education students count toward the county's enrollment goal. There is no separate corrections education goal.

Corrections expenditures must be reported as a line item on invoices to KYAE.

OPTIONAL CORE SERVICES

In addition to required core services, adult education providers are encouraged to provide the following services with core services grant funds:

FAMILY LITERACY

Family literacy programs, which are designed to break the intergenerational cycle of under-education by providing opportunities for parents and their children to learn together, are encouraged in every county. Adult education providers offering family literacy shall ensure that programs are of sufficient quality, intensity and duration to make sustainable changes in a family.

Local adult education programs have great flexibility in how they design and offer family literacy. For example, programs may choose to operate a 12-month program, a summer program, or even a series of short, but intensive, family literacy classes. In designing a family literacy program, programs should consider:

- Family literacy does not have a separate enrollment goal. Each family literacy student counts toward the county's enrollment goal.
- Family literacy programs must be based on a four-component model – adult education, PACT, parenting and children's education.
- Family literacy students are expected to participate an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.
- Eligible family literacy participants include at least one child between the ages of birth and 18 years and at least one adult who is responsible for the child's well being and who is consistently an influence on the child's development.
- The adult student must meet the eligibility requirements for participation in adult education.
- The child education component is to be provided by other local educational agencies. Kentucky Adult Education funds may be used to provide the other

three components. Facilities, programs and services shall comply with local, state and federal regulations for serving children.

- The child's improvement in language and literacy skills, reading readiness, reading, writing, numeracy and developmental areas is tracked by the child's educational agency, program, parent/guardian or medical or social work professional. A [Child Education Checklist](#) must be completed and signed by a parent/guardian, teacher or medical or social work professional and filed in the student folder.

ENGLISH AS A SECOND LANGUAGE

ESL instruction assists individuals of limited English proficiency to achieve competence in the English language. KYAE funds may not be used to provide instruction in Spanish.

WORKPLACE EDUCATION

Workplace education is a program designed to improve the productivity of the workforce through improvement of literacy and workplace essential skills needed in the workplace.

KYAE has developed three models for workplace education funded through the core services grant – Adult Education at the Workplace, Short-term Workplace Learning and Workplace Project Learning.

Adult Education at the Workplace (Workplace Education Model 1)

This model consists of providing usual and customary adult education services at a workplace site instead of the typical adult education center.

- All projects **must** include one of these required components:
 - Academic instruction (reading, writing, mathematics or English as a second language)
 - Instruction leading to GED attainment
 - Instruction leading to the Kentucky Employability Certificate
 - Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- NRS-/KYAE-approved pre- and post-assessments are required to determine eligibility, inform instruction and assess progress.
- All students must be eligible for adult education services.
- All students must be entered in AERIN and will be in NRS educational levels.
- Students enrolled in Adult Education at the Workplace count in the enrollment goal and in Program and Student Performance Funding.

Short-term Workplace Learning, 6-11 hours (*Workplace Education Model 2*)
Workplace Project Learning, 12-30 hours (*Workplace Education Model 3*)

These two workplace learning models differ from Adult Education at the Workplace because the curriculum is customized to address specific employer needs. For example: Instead of comprehensive math instruction required for the GED, the curriculum might consist of teaching only fractions due to a specific workplace need.

- All projects **must** include one of these required components:
 - Customized academic instruction (reading, writing, mathematics or English as a second language)
 - Instruction leading to the Kentucky Employability Certificate
 - Instruction leading to the Kentucky Manufacturing Skill Standards certificate (academic components only)
- Projects **may** also include one or more of these optional components:
 - Communication
 - Problem solving
 - Critical thinking
 - Team building
 - Computer literacy (introduction to the computer, spreadsheets, word processing, e-mail, Internet)
- An NRS-/KYAE-approved pre-assessment is required to determine eligibility and inform instruction.
 - At least 75 percent of the participating students must be eligible for adult education services as determined by an NRS-/KYAE-approved assessment. Only adult education-eligible students should be entered in AERIN.
- The program and employer/agency or partner must sign an agreement describing the project. The agreement and final class roster must be submitted to the regional program support associate.
- Students enrolled in Short-term Workplace Learning and Workplace Project Learning count toward the county's enrollment goal but not in Program or Student Performance Funding.

WORKFORCE ALLIANCE

The models described above do not include all workplace education projects that may be requested by employers. To accommodate employer requests and facilitate good local partnerships, providers may apply for Workforce Alliance grants for projects outlined below.

Workforce Alliance grant proposals will be considered for approval individually based on merit and availability of funds. For additional information contact the KYAE Workforce Specialist (see page 11).

BUSINESS AND COMMUNITY PROJECTS:

1. Workforce assessments – Beginning in 2007-08, all workforce assessments must be industry driven. Assessment activities are geared toward employment to measure the competency level of the current or prospective employee to ensure that his/her skill competency meets the company's needs. Assessment projects must be proportional to the need in your community.
2. Computer Literacy – Beginning in 2007-08, all stand-alone computer literacy classes must be funded through Workforce Alliance funds. Classes that integrate academics and computer literacy may be offered through the core services grant. Computer literacy consists of introduction to the computer, spreadsheets, word processing, e-mail and the Internet.
3. Soft skills – Beginning in 2007-08, all stand-alone soft skills projects (communication, problem solving, critical thinking or team building) must be funded through Workforce Alliance funds.
4. Less than 6 hours – For 2007-08, workforce projects less than 6 hours must be funded through Workforce Alliance funds. Beginning in 2008-09, less than 12 hours must be funded with Workforce Alliance funds.
5. Other projects – Providers may continue to develop other workforce education projects, regardless of the number of hours in the project, and apply for Workforce Alliance funding.

GRANT APPLICANTS

Eligible applicants for Workforce Alliance projects are KYAE-funded adult education providers. If an adult education provider cannot or chooses not to provide services in an area, KYAE can choose an entity outside of the adult education community.

WORKFORCE ALLIANCE GRANT APPLICATION PROCESS

The [application proposal](#) should be submitted to the KYAE Workforce Specialist (see page 11) and the appropriate regional associate. A faxed copy of the proposal signature page can be submitted as a placeholder until the original signature page is received via regular mail. An e-mail notification will be sent upon receipt of your proposal. A KYAE Workforce Alliance committee will review the application proposal for approval. A decision will be e-mailed within 10 days of receiving the proposal. A signed contract is required before the project can begin.

WORKFORCE ALLIANCE PROJECT GUIDELINES

1. General Project Guidelines:

- All grants must be completed within the current fiscal year.
- All projects must have a start and end date specific to the project and not to the fiscal year.
- Average training cost per project participant is not to exceed \$500.
- All projects should have managed classes, including assessments.
- Alliance enrollments are not counted toward the county enrollment goal.
- The project must begin within two months of the contract date.
- Alliance-funded projects should serve as an opportunity for the recruitment and transition of participants into core service funded activities.
- Any change in the type or scope of work must be submitted for approval by KYAE prior to incurring any cost.

Computer Literacy in the Community

Computer literacy proposals not associated with a company must include the following information in the proposal:

- The proposal should include an assessment of other local sources that offer computer literacy and a statement concerning the need in the community for additional services through an alliance grant.
- A minimum of 75 percent of the participants in a computer literacy class must be eligible for KYAE services. Eligibility is determined using a TABE or other KYAE-approved assessment.
- All computer literacy classes must be delivered in a managed format (scheduled days and times).
- The final evaluation must provide evidence that this project served as a recruitment tool for the adult education program.
- In the statement of need, provide a brief description of how computer literacy, if not associated with a company, will facilitate good local partnerships in your community.

2. Project Participants

Through Workforce Alliance state funding, workforce education projects primarily provide services to entry-level, frontline employees of business and industry in Kentucky. Project participants must be individuals who lack sufficient mastery of workforce skills necessary to function successfully as workers. All project participants must live or work in Kentucky.

3. Costs

The following costs are eligible when associated with one of the above training activities:

- Instructor (must meet KYAE's instructor requirements – see pages 33-37).
- Instructional preparatory time (of a reasonable amount for intensity and duration of project).
- Task analysis.

- KYAE-approved assessments.
- Curriculum development (requires written justification).
- Instructional materials and supplies within reasonable cost (not to include computer hardware).
- Administrative costs not to exceed 10 percent. If an amount more than 10 percent is requested, a written justification must be provided.

4. Financial Requirements

- Invoicing must be done on a monthly basis.
- Failure to submit invoices on a monthly basis may jeopardize future funding.

5. Evaluation and monitoring process

- Submit **quarterly** progress reports to the KYAE Workforce Specialist containing the following information:
 - In narrative form, how the grant is meeting its objectives.
 - List instructors' names, credentials and compensation.
 - Number of project participants trained or assessed to date.
 - Total number of instructional hours per student and total for the project.
 - Number of project participants, if any, who have been recruited into the adult education program to date.
- Submit a **final** report within 10 days of project end to the KYAE Workforce Specialist. The report must contain the following:
 - A narrative explaining how the grant objectives were met to include number served, instructional hours per student, participant outcomes, and number recruited into adult education program.
 - The Workforce Alliance Project Participant Excel spreadsheet with all data fields related to the project.
 - List of materials purchased with the grant.
 - Hard copy and electronic copy of curriculum or other materials developed as a result of the grant. KYAE owns the right to use and/or reproduce this material.
 - Brief description of the partnership with the company during the project's timeframe; state whether the company should be involved in future KYAE grant projects.

The final reimbursement will be issued once the following have been received:

- End-of-year final report.
- Project participant spreadsheet.
- Copies of all curricula or other materials developed during the project.

Contact Information:

KYAE Workforce Specialist
1024 Capital Center Drive, Suite 250
Frankfort, KY 40601
Email: Jim.Thompson@ky.gov
Phone: (502) 573-5114, ext. 112; Fax: (502) 573-5436

DISTANCE LEARNING

KYAE is developing a distance learning policy in compliance with newly released definitions and requirements from the Office of Vocational and Adult Education, U.S. Department of Education.

ENGLISH LITERACY/CIVICS

This program incorporates English literacy and civics education for immigrants and other students with limited English proficiency who are not required to be enrolled in school. To participate effectively in the education, work and civic opportunities of this country, immigrants must not only master English but also be able to understand and navigate governmental, educational and workplace systems and key institutions, such as banking and health care.

The Federal Register (November 17, 1999) defined civics education as “an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers and community members.” The term “English literacy” indicates a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Students in the English literacy/civics program must have limited English proficiency. These are eligible adults who have limited ability in speaking, reading, writing or understanding the English language and whose native language is one other than English or who lives in a family or community environment where a language other than English is the dominant language.

Based on the availability of federal EL/civics funding, grants are made on annual basis through an RFP process determined by KYAE.

CORE SERVICES ENROLLMENT GOALS

KYAE bases core services enrollment goals on the 2000 U.S. Census county-level data, 18 years and older without a high school diploma or GED. The 2007-08 statewide enrollment goal is 70,000 students. To determine county enrollment goals,

this total was distributed across counties according to their share of the total state population and their share of residents without a high school credential.

WHICH ENROLLMENTS COUNT TOWARD MEETING THE GOAL?

- Students assessed and enrolled in adult literacy, adult basic education, GED preparation/adult secondary education, family literacy, English as a second language, workplace education funded through the core services grant, and corrections education count toward the county's enrollment goal.
- A student whose only service is taking the OPT counts toward the county's enrollment. The student must pass all five parts to be a countable enrollment.
- A student receiving targeted instruction and taking the Kentucky Paraeducator Assessment counts toward the county's enrollment.

WHICH ENROLLMENTS DO NOT COUNT TOWARD MEETING THE GOAL?

- Students enrolled in Workforce Alliance-funded projects do not count toward the county's enrollment goal.
- Students who are "workplace assessment only" do not count toward the county's enrollment goal. Workplace assessments may be provided through Workforce Alliance funding – see the Workplace Education section (pages 7 - 10).

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Eligibility

Pursuant to [Title II of the Workforce Investment Act](#), the Adult Education and Family Literacy Act, eligible students are those individuals who live or work in Kentucky and:

- have attained 16 years of age;
- are not enrolled or required to be enrolled in secondary school under state law; and who
 - lack sufficient mastery of basic educational skills to enable the individual to function effectively in society;
 - do not have a secondary school diploma or its recognized equivalent, or have not achieved an equivalent level of education; or
 - are unable to speak, read or write the English language.

Individuals age 16-18 must provide official documentation of withdrawal from school as follows.

- If the student withdrew from school within the current semester and the student still resides in school district:
 - Official documentation of withdrawal is needed from the local school district.
- If the student withdrew from school in or before the previous semester and student still resides within school district:
 - Official documentation of withdrawal from the previous semester is needed from the local school district; or Revised October 2007 – See [History of Changes](#)
 - An official statement that the student did not enroll in the semester following withdrawal is needed from the local school district.
- If the student is no longer a resident within the school district he/she withdrew from:
 - Official documentation of withdrawal is needed from the school district in which the student withdrew; or Revised October 2007 – See [History of Changes](#)
 - An official statement confirming that the student did not enroll in school is needed from the local school district in which the student currently resides.
- If the student was withdrawn to be home schooled and is no longer being home schooled:
 - The home school must provide written notification to the school district in which the student currently resides that the student is no longer being home schooled. The date of the notification constitutes official withdrawal.

In accordance with Title VI of the Civil Rights Act of 1964, adult education providers shall not discriminate on the basis of gender, race, color, age and/or national origin in its adult education and literacy programs, activities, employment or admission policies and practices.

Individuals with an F-1 Visa (student visa) status are ineligible for services and shall “not be accorded a course of study in a publicly funded adult education program.” [Source: U.S. Immigration and Nationality Act (Sec. 1101a(15)(F)(1)]

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Enrollment

Individuals shall be officially enrolled after completion of a KYAE-approved assessment (see “Assessment” section) and in compliance with eligibility requirements.

Virtual learners must complete a KYAE-approved assessment and meet eligibility requirements prior to accessing online courses.

County adult education programs shall maintain a folder on each student containing enrollment forms, assessment forms, standardized test scores and the student’s educational plan. Student folders must be kept on file for three years.

SEPARATION

Students shall be separated if the student has not participated in the adult education program for 90 consecutive days.

Providers shall establish a local policy to separate students who are not making progress as defined by measurable gains on assessment instruments or objectives outlined in the student education plan.

RE-ENROLLMENT

Adult educators may re-enroll separated students who reach achievements in the first quarter of the fiscal year following their separation (code 13).

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Directory Information

The Family Educational Rights and Privacy Act (FERPA) requires that, with certain exceptions, education agencies obtain written consent prior to the disclosure of personally identifiable information from a student record. However, FERPA allows education agencies to disclose appropriately designated “directory information” without written consent, unless the student has advised the agency to the contrary in accordance with agency procedures.

Under FERPA, KYAE will disclose directory information for GED graduates. KYAE designates the following as directory information:

- Student name
- Address
- Telephone number
- Degrees, honors and awards received, specifically GED attainment

KYAE may disclose GED graduates’ directory information to postsecondary institutions, the Kentucky Higher Education Assistance Authority, Kentucky National Guard, employers, and employer associations with the following provisions:

- Directory information cannot be used for commercial purposes.
- Directory information cannot be sold or redistributed to other organizations.
- Organizations must state the reason for requesting directory information and indicate they will not use it for commercial purposes nor will they sell or distribute it to another organization.

GED graduates who do not want their directory information to be released must indicate such on the GED Demographic Form, Questions 23-26.

Directory information does not include requests for individual records or confirmation of individual GED holders. Individuals and organizations seeking individual records must comply with the request process as specified at <http://www.kyae.ky.gov/gedcopy/>.

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Goal Setting

KYAE providers are required to follow NRS guidelines when setting student goals. The following information is excerpted from the online [NRS Implementation Guidelines](#) and is also available in the printed NRS Implementation Guidelines, July 2006, page 44. More NRS goal-setting guidance is available in [NRS Tips – Goal Setting](#).

Within the NRS framework, all students are assumed to have at least one goal: development of literacy skills. That is, all students are assumed to be in the program to improve their literacy skills, and thus have the default goal of either improving literacy skills or improving English language skills. This assumed goal is the reason that all students are counted in the educational gain measure. Students often have other goals, but only four are directly relevant to NRS accountability requirements: obtaining employment, retaining employment, achieving a GED or high school credential and entering postsecondary education. Note that the default goal of educational gain remains, regardless of whether the student designates any of the additional goals.

GOAL-SETTING PROCESS

Programs should have a goal-setting process whereby students meet with teachers or an intake counselor to help identify and set goals for instruction. The best time for this process to occur is when the learner first enters the program. The goal-setting process should help learners set both a realistic timeline for attaining each goal and a means for determining whether the goal is achieved. Since learners often change their goals after they begin instruction, it is often advisable to extend goal setting over additional orientation sessions during the first few weeks of class.

IDENTIFY ATTAINABLE SHORT- AND LONG-TERM GOALS

Setting the timeline and evidence of achievement will help the learner realize whether the goal is short or long term and whether it is achievable. For example, when learners enter a program, many of them state very broad goals, such as attaining a GED or getting a job. Breaking the goal down into discrete steps – with short- and long-term milestones along the way – establishes a series of goals that help learners and teachers design instruction and identify the appropriate goals for NRS purposes.

When a student has one of the followup goals, the program is held accountable for helping the student attain the goal. The program or State must obtain information on whether the student achieved the goal after he or she leaves the program. For this reason, not only is it important that the student attain the goal during the program year but also that the program's

instruction and services be oriented toward helping the student achieve the goal. For example, a student with a goal of GED attainment should be at a literacy level that makes passing the GED tests likely within the year. The student also should receive instruction that helps him or her acquire the additional skills needed for passing the tests. Similarly, if the student's goal is to obtain a job, the program should provide instruction and services to help the student acquire the skills needed to obtain employment.

While setting a realistic goal is important for accountability, students' long-term goals should not be ignored simply because they are not obtainable during the NRS reporting period. States should ensure that local programs set goals appropriately and do not avoid setting goals because they do not want to follow up with learners. Poor goal-setting procedures do a disservice to the learner, and good instructional practice requires assisting learners to achieve their goals. In addition, ignoring long-term goals denies the State the opportunity to demonstrate that it can help learners achieve such goals.

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Assessment

Revised February 2008 – See [History of Changes](#)

OVERVIEW

KYAE's assessment policy provides guidelines pertaining to standardized assessment practices for all KYAE-funded programs and meets the guidance from the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), to describe approved assessments, initial and post-testing requirements, accommodations and training requirements. Adult education providers shall use KYAE's assessment policy in conjunction with publishers' official examiner's manuals and training workshops to determine local assessment procedures. Providers shall follow all guidelines in examiner's manuals and maintain the most current version of the manual for each test used by the program.

NEED FOR ASSESSMENT POLICY

KYAE's assessment policy provides a framework to measure program effectiveness and provides important criteria for continuous improvement on several levels:

- At the student level, an individual assessment provides valid, reliable information about the student's academic status and progress and allows the student to make informed decisions about goal setting. KYAE requires adult education programs to evaluate students with an approved standardized assessment upon enrollment to determine the appropriate education plan necessary for students to achieve their goals. Before the adult educator determines the most appropriate assessment, students should participate in an intake and orientation process to discuss academic and career goals and identify needed skills to help achieve their goals. This orientation session, accompanied by the adult educator's professional judgment and other criteria, should determine which of the approved assessments and curricula will best meet the student's needs.
- At the program level, accurate assessment data are critical for decision making in planning, instruction, professional development and program improvement. Student assessments help instructors pinpoint student needs and choose appropriate curricula and activities. Aggregate data inform program directors regarding needed improvements and help guide staff professional development.
- At the state and federal level, incentive funding rests, in part, upon student achievement in National Reporting System (NRS) functional levels. Uniform implementation of KYAE's assessment policy ensures that high-quality, accurate data are collected statewide and reported through the federal NRS so programs can be compared across the Commonwealth and nation. Assessment data also are important for setting KYAE's professional development priorities at the state level.

VALID AND RELIABLE ASSESSMENTS

Revised February 2008 – See [History of Changes](#)

The following section is excerpted from NRS Implementation Guidelines, July 2006, pages 24-25.

Validity is concerned with the accuracy of measurement; in other words, the extent to which the instrument measures what it is intended to measure. Content validity of an assessment is the extent to which the items/tasks of the instrument cover the domain of interest. For the NRS, the domain of interest is comprised of the skills used to describe the educational functioning levels for ABE and ESL. To establish the content validity with respect to the requirements of the NRS, there must be evidence that the items/tasks of that instrument measure the skills associated with the educational functioning levels (and, by the same token, do not measure skills not associated with the levels).

Typically, content validity is established via the judgments of subject matter experts (SMEs). For instance, a panel of such experts might be asked to judge the extent to which the items/tasks of a given instrument require the types and levels of skills described for a particular educational functioning level. In general, the greater the judged overlap between the content of the instrument and the skills associated with a given level descriptor, the greater the content validity of the instrument with respect to its use as a measure of educational attainment at that level. It is important to point out that the content validity of a given instrument may vary with respect to different educational functioning levels; that is, it may provide adequate coverage of the skills associated with some levels but less than adequate coverage of the skills associated with other levels. Finally, it should be noted that the usefulness of content validity evidence is directly proportional to the quality of the judgments provided. Consequently, the test publisher should establish the credentials of the SMEs whose judgments were obtained, including their familiarity with adult education and the NRS levels, along with information regarding the number of experts used and the degree of agreement among them, both by skill and level.

Reliability refers to the degree of consistency in performance on an assessment; that is, the extent to which an examinee would be expected to perform similarly across multiple administrations of the instrument or under different conditions. An important condition that can differ across administrations of a particular instrument to be used for the NRS is the form of the instrument administered. More specifically, because educational gain is determined as a function of the difference between an examinee's pre- and posttest performance as measured on different forms of the instrument, it is essential to review the test publisher's information regarding the expected similarity of performance across forms in the absence of instruction or other external interventions. The greater the similarity in performance across forms, the greater the alternate forms reliability of the instrument and the stronger the inference that improvements in performance between pre- and posttesting is attributable to something other than measurement error associated with differences across forms.

INITIAL ASSESSMENTS

- As described above, to determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.
- Providers shall administer a KYAE-approved assessment (see “KYAE-Approved Assessments” section, pp. 23-26) at student orientation or within the first 12 hours of instruction. The lowest test score in a subject area shall be used to determine a student’s entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in areas in which instruction will be focused to facilitate student goal achievement.
- All initial assessment results must be entered into AERIN.
- Individuals shall be officially enrolled upon completion of an approved assessment and in compliance with eligibility requirements. The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.
- The hours spent in orientation and assessment shall count toward the student’s total attendance hours.

POST-ASSESSMENTS

- Interim and post-tests should be routine components of a program’s instructional process.
- Students shall be post-tested after a standard instructional period or according to the instructor’s professional judgment. Test publishers’ recommended timeframes for post-testing as provided by OVAE can be found at the [NRS Web site](#), pp. 6-8, and in the “KYAE-Approved Assessments” section, pp. 23-26.
- The only reason to post-test prior to publishers’ recommended timeframes ([NRS Web site](#)) is the instructor’s professional judgment that the student is making gains at an accelerated rate. As post-test scores are entered into AERIN, instructors will be required to explain the reason for any post-tests administered prior to the publishers’ recommended timeframes for post-testing ([NRS Web site](#)). A hard copy of the revised [Post-Assessment Exception Form](#) or an AERIN print-out is required to be placed in the student folder. KYAE program support associates will monitor post-test exceptions through AERIN reports. Revised February 2008 – See [History of Changes](#)
- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pre-test can be followed with a post-test using TABE 10 as long as it is in the same series. Exceptions are noted in the examiner’s manual.
- All interim and post-test results must be entered into AERIN. If more than one assessment is given, the latest assessment determines educational functioning level completion or advancement.

- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Official Practice Test (OPT) may not be used as a measure of student progress in instructional programs.

ASSESSMENT PROCEDURES

- As specified in the "KYAE-Approved Assessments" section, pp. 23-26, adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult [PDtrack](#) for scheduled training on assessments.
- Assessment instruments must be kept in a secure environment according to test publisher requirements.
- Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

Revised February 2008 – See [History of Changes](#)

- Reasonable accommodations for assessment shall be provided to students when:
 - a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504 and/or
 - b. The adult education program has administered an informal assessment/pre-screening instrument and determined that accommodations are warranted.
- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies and procedures established by the program's fiscal agent.
- Accommodated assessments shall be in compliance with test publisher guidelines.
- Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator for math, private room and break time.
- The accommodation must be specific to the disability and address only the documented functional limitations. Adult educators should note that inappropriate accommodations may lead to inaccurate test results.

KYAE-APPROVED ASSESSMENTS

Revised February 2008 – See [History of Changes](#)

TABE 9-10

TABE 7-8 (TABE 7-8 will be removed from the list of approved assessments as of July 1, 2008.)

- TABE is recommended for adult education, corrections education and family literacy students.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take “Introduction to TABE and Diagnostic Tools,” sponsored by KYAE. New program directors and ABE/GED instructors must take “Introduction to TABE and Diagnostic Tools,” sponsored by KYAE, as part of their specialty track professional development requirements. All other instructors administering the test must be trained by a local staff member who has successfully completed the TABE course and must be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE. See the “Professional Development” section for further details.
- Upon initial enrollment, the TABE Locator(s) Test should be used as one tool to help determine the appropriate level(s) of the TABE assessment to be administered. The Locator should be used in conjunction with any other measures of student performance the instructor may have to determine the appropriate level(s) of the TABE assessment to be administered.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE ([NRS Web site](#), pp. 6-8):
 - If the pre- and post-test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 level M): 60 hours.
 - If the pre- and post-test are for the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
 - If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.

TABE ordering information:

Peggy Levins, CTB/McGraw-Hill Evaluation Consultant
3134 Bush Drive
Franklin, TN 37064
Phone: 615 599-6575; email: peggy_levins@ctb.com

CTB/McGraw-Hill
P.O. Box 150
Monterey, CA 93942-0150
Phone: 800-538-9547
Web Site: www.ctb.com

Workplace TABE

- Workplace TABE is for use when the student's goals are to get a job, a better job or improve workforce skills.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take "Introduction to TABE and Diagnostic Tools," sponsored by KYAE. New program directors and ABE/GED instructors must take "Introduction to TABE and Diagnostic Tools," sponsored by KYAE, as part of their specialty track professional development requirements. All other instructors administering the test must be trained by a local staff member who has successfully completed the TABE course and must be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE. See the "Professional Development" section for further details. Recommended Timeframes for Pre- and Post-testing as provided by OVAE:
 - **The Workplace TABE has four versions at Level D – General, Business/Office, Trade/Technical and Health.**
 - **If the student takes one version as a pre-assessment and a different version as the post-assessment, 60 hours of instruction are required. For example, a General as the pre-assessment and Business/Office as the post-assessment.**
 - **If the student takes the same version as the pre-assessment and post-assessment, 120 hours of instruction are required.**
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
 - If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.

TABE ordering information:

See p. 22.

WorkKeys

- WorkKeys may be used when the student's goals are to get a job, a better job or improve workforce skills.
- **Adults without a high school diploma** may be initially assessed using WorkKeys and enrolled on this assessment if the student's WorkKeys level crosswalks to one of three NRS levels (High Intermediate Basic Education, Low Adult Secondary Education, High Adult Secondary Education). This assessment should be administered only after an initial intake process indicates the student may score high enough for placement in one of the top three NRS levels. If the student's WorkKeys level falls below one of these three NRS levels, the student should be assessed on the TABE and enrolled according to TABE results.

- **Adults with a high school diploma** should be assessed with a TABE to determine adult education eligibility (scoring 11.9 or below). If the adult is not eligible, he/she should be referred to KCTCS for a WorkKeys assessment.
- **Adults with a high school diploma and a pre-existing WorkKeys level** that qualifies them for adult education services (one of the three NRS levels) may be enrolled based on the WorkKeys assessment.
- To show level gains, students enrolled on a WorkKeys assessment must be post-tested using WorkKeys.
- When used in a non-collegiate setting, post-testing should be based on a regular course of instruction and/or workforce project.
- Information on how to obtain scale scores for students is available at [scale scores](#).
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **We [ACT/WorkKeys] typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.**

WorkKeys ordering information:

ACT WorkKeys Customer Service – 70
 2727 Scott Blvd.
 PO Box 1008
 Iowa City, IA 52243-1008
 (319) 337-1550; Web site: www.act.org/workkeys

**BEST Literacy
 BEST Plus**

- These assessments are to be used for English as a second language students.
- Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “BEST Plus Implementation,” sponsored by KYAE, is led by certified trainers. See the “Professional Development” section for further details.
- Adult educators must be familiar with the training video and examiner’s manual for BEST Literacy.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **60 hours minimum; 80-100 hours recommended.**
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.
 - Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.

BEST ordering information:

Center for Applied Linguistics
 4646 40th Street, NW
 Washington DC 20016-1859
 (202) 362-0700; Web site: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments. All new ESL teachers must complete “BEST Plus Implementation” or “CASAS ESL Implementation.” “CASAS Implementation,” sponsored by KYAE, is led by a certified trainer. See the “Professional Development” section for further details.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **70-100 hours (40 hours is the minimum).**
 - Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.

CASAS ordering information:

CASAS
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
(800) 255-1036
Web site: www.casas.org

OTHER ASSESSMENTS (NOT USED FOR ENROLLMENT)

Providers may offer the Kentucky Manufacturing Skills Standards assessment **only** when an individual's eligibility has been established in accordance with assessment and enrollment policy.

The COMPASS assessment has been crosswalked to the TABE; however, a COMPASS score may not be used for enrollment because COMPASS is not an NRS-approved enrollment assessment. The COMPASS-TABE crosswalk cannot be used for assessment or enrollment purposes. Existing COMPASS scores may be used in the intake process as an unofficial indication of a student's level.

In addition to the required standardized pre- and post-assessment instruments, programs should continue to use a variety of formal and informal instruments and procedures to collect valid on-going information regarding student instructional needs and progress. Some examples include:

- Computerized assessments
- End of unit tests from textbooks
- Checklists
- Individual projects or products
- Small group projects
- Educator-made assessments
- Project/products with clearly defined criteria or performance standards
- Dated anecdotal records of teaching observations
- Performance samples, including writing samples, journals, audiotapes of student readings or interviews, worksheets
- Role playing
- Student interviews and self-evaluations

The following assessment instruments and procedures may not be used for determining entry or exit level:

- Official GED Practice Test (OPT)
- GED (General Educational Development) Tests
- TABE Survey Test
- Short form of BEST (Basic English Skills Test) Oral
- Using different assessment instruments for pre- and post-assessment (i.e., CASAS for pre-assessment; TABE for post-assessment)
- Using the same form of CASAS for both pre- and post-assessment
- Professional judgment
- COMPASS

NATIONAL REPORTING SYSTEM

The [National Reporting System](#) (NRS) is the accountability system for the federally funded adult education program, mandated by the [Workforce Investment Act](#) (WIA).

Adult education programs nationwide use NRS levels to provide information to the federal government about student progress. KYAE collects student assessment, demographic and participation data on AERIN to report to the NRS and partners.

NRS LEVELS

To comply with NRS, providers must use the following entry and progress levels.

Adult Education Levels

- **Beginning ABE Literacy (grade level 0-1.9)**
 - TABE (9-10), TABE (7-8)* or Workplace TABE
Test Benchmarks: Reading: 367 and below
Total Math: 313 and below
Language: 389 and below

- **Beginning Adult Basic Education: (grade level 2-3.9)**
 - TABE (9-10), TABE (7-8)*
Test Benchmarks: Reading: 368 - 460
Total Math: 314 - 441
Language: 390 - 490

- **Low Intermediate Adult Basic Education: (grade level 4-5.9)**
 - TABE (9-10), TABE (7-8)* or Workplace TABE
Test Benchmarks: Reading: 461-517
Total Math: 442-505
Language: 491-523

- **High Intermediate Adult Basic Education: (grade level 6-8.9)**
 - TABE (9-10), TABE (7-8)* or Workplace TABE
Test Benchmarks: Reading: 518-566
Total Math: 506-565
Language: 524-559

 - WorkKeys
Test Benchmarks: Reading for Information: 75-78
Writing: 75-77
Applied Mathematics: 75-77

▪ **Low Adult Secondary Education: (grade level 9-10.9)**

- TABE (9-10), TABE (7-8)* or Workplace TABE
Test Benchmarks: Reading: 567-595
Total Math: 566-594
Language: 560-585
- WorkKeys
Test Benchmarks: Reading for Information: 79-81
Writing: 78-85
Applied Mathematics: 78-81

▪ **High Adult Secondary Education: (grade level 11-11.9)**

- TABE (9-10), TABE (7-8)* or Workplace TABE
Test Benchmarks: Reading: 596 and above
Total Math: 595 and above
Language: 586 and above
- WorkKeys
Test Benchmarks: Reading for Information: 82-90
Writing: 86-90
Applied Mathematics: 82-90

English as a Second Language Levels

▪ **Beginning Literacy ESL**

- CASAS
Test Benchmarks: Reading: 180 and below
Listening: 180 and below
- BEST Literacy
Test Benchmarks: 0-7
- BEST Plus
Test Benchmarks: 400 and below

- **Low Beginning ESL**
 - CASAS
Test Benchmarks: Reading: 181-190
Listening: 181-190
Writing: 136-145
 - BEST Literacy
Test Benchmarks: 8-35
 - BEST PLUS
Test Benchmarks: 401-417

- **High Beginning ESL**
 - CASAS
Test Benchmarks: Reading: 191-200
Listening: 191-200
Writing: 146-200
 - BEST Literacy
Test Benchmarks: 36-46
 - BEST PLUS
Test Benchmarks: 418-438

- **Low Intermediate ESL**
 - CASAS
Test Benchmarks: Reading: 201-210
Listening: 201-210
Writing: 201-225
 - BEST Literacy
Test Benchmarks: 47-53
 - BEST PLUS
Test Benchmarks: 439-472

- **High Intermediate ESL**

- CASAS
Test Benchmarks: Reading: 211-220
Listening: 211-220
Writing: 226-242
- BEST Literacy
Test Benchmarks: 54-65
- BEST PLUS
Test Benchmarks: 473-506

- **Advanced ESL Literacy**

NOTE: Students must score below the exit criteria to be eligible for ESL services.

- CASAS
Test Benchmarks: Reading: 221-235
Listening: 221-235
Writing: 243-260

Exit Criteria: Reading: 236 and above
Listening: 236 and above
Writing: 261 and above
- BEST PLUS
Test Benchmarks: 507-540

Exit Criteria: 541 and above
- **NOTE: BEST Literacy should not be used for enrollment in Advanced ESL due to the lack of exit criteria.**

***TABE 7-8 will be removed from the list of approved assessments as of July 1, 2008.**

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GED

GED TEST READINESS

The GED testing regulation, 785 KAR 1:130 Section 4, requires examinees to be certified as “test ready.” The GED Official Practice Test (OPT) shall be administered under standard conditions as specified in the *Examiner’s Manual*. Approved forms for the practice test are Practice B (PB), Practice C (PC), Practice D (PD), Practice E (PE), Practice F (PF) and Practice G (PG). Practice A (PA) should be limited to use as a retest after other forms have been exhausted. Revised September 2007 – See [History of Changes](#)

Individuals with a documented disability shall be presented with the same accommodations on the GED OPT as will be necessary for the GED Test. The GED OPT is available in English, French and Spanish.

Test Readiness Certification is verified on the KYAE-6 by the signature, address and the six-digit provider code number of the county adult education supervisor or instructor.

785 KAR 1:130, Section 4(1)(a), requires applicants to achieve the same scores on the OPT as required to pass the GED, a minimum standard score of at least 410 on each sub-test and an average of 450 on the OPT. Applicants may not be certified as “test ready” until all sub-tests have been passed. If an applicant passes the five sub-tests with a minimum standard test score of 410 but does not attain an average standard score of 450, the students shall be eligible to retake one or more sub-tests to raise the overall score. OPT scores must be entered in AERIN.

KYAE adult education providers are designated to administer the OPT and sign the KYAE-6 form. KYAE may approve other public or private non-profit educational entities to administer the OPT and to sign the KYAE-6 form where there is a demonstrated need and sufficient volume of OPTs for an additional OPT provider in a county. Once approved, these agencies shall annually petition KYAE by July 1 to remain a certified entity for the next fiscal year. All approved OPT providers, including KYAE-funded programs and other organizations administering the OPT, must have at least one instructor complete OPT training provided by KYAE.

FISCAL ISSUES

Program funds may not be used to pay GED test fees.

A line item in local program budgets allows for the use of up to 0.5 percent of the core services grant for GED ceremonies and refreshments for student activities.

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Performance and Accountability

The federal [Workforce Investment Act](#) requires a comprehensive performance accountability system to measure the success of adult education programs. KYAE uses enrollment goals and the [NRS core indicators](#) for this purpose and holds providers responsible for meeting enrollment and performance goals.

KYAE will revise its Performance and Accountability Policy to reflect new goals and directions as described in A New Framework for Adult Education. The 2007-08 year is a transitional year, and there will be no sanctions for not meeting enrollment goals or performance measures during the transitional year.

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Personnel

Personnel changes must be reported to KYAE within 10 days of changes. To report changes, update the latest personnel worksheet submitted to KYAE.

The following guidelines should be used to recruit and hire personnel and develop job descriptions. The minimum requirements for each title are mandatory. All new county program fiscal agents must ensure that all employees meet the minimum requirements for each title.

CLASS TITLE: Program Director

CHARACTERISTICS OF THE CLASS: Provides program direction; plans, develops, implements and evaluates all aspects of program.

EXAMPLES OF DUTIES:

Management:

- Oversees the day-to-day operation of program.
- Initiates and facilitates change for continuous program improvement and capacity building.
- Understands, interprets and assures compliance with federal and state laws and regulations.
- Establishes procedures to meet performance measures for program accountability.
- Initiates program planning, develops goals and plans for meeting objectives.
- Provides leadership in development of curriculum, retention activities and other student services.
- Promotes safe work environment.
- Establishes procedures for collecting, documenting and reporting data and ensures accountability.
- Communicates regularly with staff and involves them in planning through a variety of formal and informal means.
- Oversees recordkeeping.

Instruction:

- Provides instruction in literacy, ABE/GED, ESL, workplace, family literacy and/or citizenship. Applies research-based instructional practices that incorporate the use of computers and other technologies.

Personnel:

- Assures appropriate program staffing.
- Supervises, observes and evaluates staff.
- Coordinates activities of instructional staff to ensure effective program operation.
- Assists staff in developing professional development plans.
- Promotes professional development opportunities and adheres to the professional development policy.

Fiscal:

- Manages fiscal resources and reports financial information.
- Identifies additional resources and initiates plans to secure them.
- Prepares and monitors all aspects of budget.
- Monitors contract compliance and cooperative agreements.
- Monitors and approves purchasing.

Community:

- Advocates and promotes adult education program within community.
- Builds partnerships to enhance the availability, quality and delivery of services.
- Participates in local organizations (P-16 councils, WIA boards, One-Stops, etc.).

Leadership:

- Models professional behavior and requires other staff members to act in a professional manner.
- Promotes the philosophy, goals and objectives of adult education at local, state and national levels.
- Promotes an environment in which cultural and philosophical diversity is valued and appreciated.
- Cultivates an atmosphere of respect for all staff and students.
- Provides instructional leadership by initiating and monitoring the process of curriculum development and supports instructional strategies based on research in adult learning and development.
- Recruits students to meet enrollment goals.

Professional Development:

- Participates in required professional development activities.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS:

- All program directors hired after July 1, 1998, shall possess a minimum of a bachelor's degree.
- All new program directors hired after July 1, 2004, shall possess a bachelor's degree and three years of administrative/management experience; a master's degree can substitute for two years of the administrative/management experience. A bachelor's or master's degree in administration, education or a related field is preferred.

CLASS TITLE: Instructor

CHARACTERISTICS OF THE CLASS: Provides instruction to adult education students. Plans, implements, documents and evaluates instructional practices, procedures and materials. Directs and coordinates all aspects of a family literacy program. Provides direct, on-site daily supervision of instructor's aides.

EXAMPLES OF DUTIES:**Instruction:**

- Provides instruction in literacy, ABE/GED, ESL, workplace, family literacy and/or citizenship. Applies research-based instructional practices that incorporate the use of computers and other technologies.
- Is knowledgeable of reading, writing and/or math instructional strategies.
- Uses a variety of instructional strategies and tools appropriate to the needs of the student; for example, Kentucky Virtual Adult Education, PLATO, WIN, WorkKeys, etc.
- Uses lesson plans that integrate instruction across content areas.
- Provides continuous feedback and adjusts instruction to maximize student learning.
- Works with colleagues to develop and evaluate curriculum and materials.
- Integrates work-, family- and community-related activities into instruction.
- Administers and interprets appropriate placement and diagnostic tests.
- Applies adult education principles and methods in the workforce classroom.
- Delivers instruction on workplace essential skills.
- Facilitates the transfer of learned skills from the classroom to the job.

- Uses job/task analysis (JTAs) in planning instruction and developing workplace education curricula.
- Incorporates SCANS skills in the workplace education instructional process.
- Plans learning experiences that are interactive and relevant to the specific workplace environment.
- Customizes and develops workplace education curriculum and lesson plans that facilitate transference from the classroom to the job based on the workforce goals and expected training outcomes.
- Provides PACT and parenting activities.
- Prepares lessons and plans instructional support activities carried out by instructor's aides.
- Evaluates the achievement of students with whom instructor's aides are working.

Assesses and Monitors Learning:

- Uses formal and informal assessment data to monitor and document student progress.
- Collects and manages accurate data for program improvement and accountability.
- Participates in the retention and follow-up of students.

Classroom Management:

- Maintains knowledge of program regulations, policy and procedures.
- Maintains student records.
- Supervises and monitors instructor's aides.

Community:

- Makes referrals to community agencies or postsecondary institutions as appropriate.
- Advocates literacy at the local and state level and explains the impact of under-education on employment and society.
- Assesses adult education needs and promotes program in community.
- Promotes use of community resources and participates in activities of other community agencies.
- Coordinates family literacy and collaborates with appropriate services and agencies.
- Integrates the four components of family literacy to create a comprehensive family literacy program.
- Recruits families and matches them with instructional staff.

Professional Development:

- Participates in required professional development activities.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS:

- As of July 1, 1998, all new instructors shall possess a minimum of a bachelor's degree. A degree in education or a content-related field is preferred.

CLASS TITLE: Instructor's Aide

CHARACTERISTICS OF CLASS: Works under the direct, on-site daily supervision of a qualified instructor. Assists qualified instructors in the delivery of instruction, support and related services.

EXAMPLES OF DUTIES:

Instruction:

- Follows directions of instructor and works as an effective member of the instructional team to ensure the success of all students.
- Carries out instructional support activities prepared and planned by instructor.
- Assists instructor in review and selection of instructional materials.

- Is capable of supporting reading, writing and/or math instructional strategies.
- Implements a variety of instruction methods as directed by instructor.
- Assists instructor in providing feedback to student and in checking for understanding of instructional goals.
- Is familiar with the instructor's teaching methods for individual and group activities and provides instructional support.
- Monitors and observes student behaviors and shares observations with instructor.

Recordkeeping:

- Assists in implementing, recording and monitoring student educational plan.
- Assists in administering, scoring and evaluating diagnostic tests.
- Assists in preparing student folders and maintaining records of student progress.
- Assists in collecting data for reports.

Program:

- Organizes, uses and maintains supplies, materials and equipment.
- Assists in providing non-instructional support for students and families.
- Understands community resources and discusses possible referrals with instructor.

Professional Development:

- Participates in required professional development activities.
- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Assesses personal strengths and weaknesses as a basis for developing a professional development plan.

MINIMUM REQUIREMENTS:

High school diploma or GED. An associate's degree is preferred.

CLASS TITLE: Clerk

CHARACTERISTICS OF THE CLASS: Performs clerical functions and other duties as required.

EXAMPLES OF DUTIES:

- Collates, files and/or prepares documents and reports.
- Collects and enters data for reports.
- Maintains documents and reports.
- Audits reports for accuracy.
- Performs receptionist duties.
- Operates office machines such as copier, calculator, video terminal, microfilm or audio-visual equipment.
- Opens, sorts, prepares, sends and distributes mail.
- Assists in the security and maintenance of test materials.
- Performs basic bookkeeping duties such as counting receipts, bank deposits and payment vouchers.
- Follows established methods and procedures.

MINIMUM REQUIREMENTS:

- High school diploma or GED.

CLASS TITLE: Co-op Student/Intern

CHARACTERISTICS OF THE CLASS: Performs general clerical functions and other duties as required; co-op students/interns may not be involved in data entry.

EXAMPLES OF DUTIES:

- Copies, collates and/or files documents.
- Performs receptionist duties.
- Opens, sorts, prepares, sends and distributes mail.
- Follows established methods and procedures.
- Orders and stocks supplies.

MINIMUM REQUIREMENTS:

- High school or college student.

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Professional Development

PD PLANS

Every instructor, instructor's aide and program director must complete an annual professional development plan on PDtrack. The individual's plan should focus on activities that address the gap that exists between their skills and knowledge and what their students need to know. All individual PD plans must be in "Active" status in PDtrack by **October 1**. Staff hired after October 1 must have an active PD plan in PDtrack within 30 days of employment.

PD REQUIREMENTS FOR 2007-08

NEW PROGRAM DIRECTORS, INSTRUCTORS AND INSTRUCTORS' AIDES

KYAE recognizes that the needs of new and experienced adult educators are different. New practitioners need to be exposed to a core set of knowledge about how adults learn, how to plan for and deliver instruction that will maximize learning gains, how to recruit and retain students, and KYAE policies, procedures and expectations.

All new adult education program directors, instructors and instructors' aides are expected to complete within the first 90 days of employment **KYAE 200: Orientation to Adult Education online course**. This course is a prerequisite for required specialty tracks and other online courses.

New adult educators hired after July 1, 2006, and before April 1, 2007, may complete the specialty tracks identified for 2006-07 or 2007-08. Instructors hired after April 1, 2007, will follow the specialty tracks for 2007-08. The timelines for completing specialty tracks are as follows:

- Full-time (20 or more hours per week) will have **one year** to complete the track except where noted.
- Part-time (Less than 20 hours per week) will have **two years** to complete the track.

To identify your specialty track, you and your supervisor must first identify your Primary Assignment, determined by the area in which you spend the largest percentage of your time.

SPECIALTY TRACKS

ABE/GED – *Primary assignment identified in AERIN is ABE/GED*

- KYAE 200: Orientation to Adult Education online course*
- Introduction to TABE and Diagnostic Tools
- Foundations in Reading and Writing Instruction**
- Foundations in Math Instruction**
- LD 200 online course and Part 2 Bridges to Practice OR Bridges to Practice 1 and 2
- Scoring the GED Essay

Corrections – *Primary assignment identified in AERIN is Corrections Education*

- KYAE 200: Orientation to Adult Education online course*
- Introduction to TABE and Diagnostic Tools
- Foundations in Reading and Writing Instruction**
- Foundations in Math Instruction**
- LD 200 online course and Part 2 Bridges to Practice OR Bridges to Practice 1 and 2

English as a Second Language – *Primary assignment identified in AERIN is ESL*

- KYAE 200: Orientation to Adult Education online course*
- Orientation to ESL (a blended course)
- CASAS ESL Implementation or BEST Plus Implementation
- PBS EL/Civics Link online course or ESL for the Workplace

Family Literacy – *Primary assignment identified in AERIN is Family Literacy*

- KYAE 200: Orientation to Adult Education online course*
- Foundations in Family Literacy (a blended course), including a Foundation Project
- Foundations in Reading and Writing Instruction**

Workplace – *Primary assignment identified in AERIN is Workplace*

- KYAE 200: Orientation to Adult Education online course*
- WP 300: Training the Workforce online course
- Introduction to TABE and Diagnostic Tools
- Foundations in Reading and Writing Instruction**
- Foundations in Math Instruction**
- ESL for the Workplace (if applicable)

Program Director (staff member assigned to oversee day-to-day operation of program) – Primary assignment identified in AERIN is Program Director

- KYAE 200: Orientation to Adult Education online course*
- New Program Directors Orientation, Part 1, 2 and 3
- Introduction to TABE and Diagnostic Tools
- Administering the GED Official Practice Test (OPT)
- Scoring the GED Essay
- NRS Online Modules: What is NRS; NRS Data Flow; Using NRS Data; Intake and Goal Setting; Assessment; Measuring Educational Gain
- The Program Director as an Effective Instructional Leader online course

Program Director/Instructor – Primary assignment identified in AERIN is Program Director/Instructor; this track is to be completed within 18 months

- KYAE 200: Orientation to Adult Education online course*
- Introduction to Program Leadership Part I and Part II
- Introduction to TABE and Diagnostic Tools
- Administering the GED Official Practice Test (OPT)
- Scoring the GED Essay
- NRS Online Modules: What is NRS; NRS Data Flow; Using NRS Data; Intake and Goal Setting; Assessment; Measuring Educational Gain
- The Program Director as an Instructional Leader online course
- Foundations in Reading and Writing Instruction**
- Foundations in Math Instruction**
- LD 200 online course and Part 2 Bridges to Practice OR Bridges to Practice 1 and 2

* All new program directors, instructors and instructors' aides are expected to complete the KYAE 200 online course **within the first 90 days of employment** and have an active PD plan in PDtrack.

** Program directors and instructors who have a secondary teaching certificate with a specialization in mathematics may waive *Foundations in Math Instruction*. Program directors and instructors with certification as a reading specialist or who have a reading and writing endorsement may waive *Foundations in Reading and Writing Instruction*; however, they are to attend the workshop *Scoring the GED Essay*.

EXPERIENCED PROGRAM DIRECTORS, INSTRUCTORS AND INSTRUCTORS' AIDES

Experienced program directors, instructors and instructors' aides can choose from the PD opportunities posted on [PDtrack](#) and/or design their own [self-directed activities \(SDAs\)](#) that meet KYAE criteria and documentation requirements.

Professional Development Units (PDUs) are awarded based on the rigor of the overall professional development experience and its application in the classroom. Adult educators should select activities that contribute to new knowledge and skills linked to increasing student outcomes. [SDAs](#) enable instructors to participate in job-embedded, continuous learning that helps improve teaching and student outcomes. [SDAs](#) are fully described in the [PD e-Handbook](#).

Supervisors must determine if the documentation for an [SDA](#) follows KYAE guidelines on the [PDtrack](#) course description and if the instructor's project is sufficient or robust enough to warrant the number of PDUs for that category.

PDU requirements for experienced program directors, instructors and instructors' aides are as follows.

- Staff employed an average of 20 hours or more per week must complete **8 PDUs** annually.
- Staff employed an average of less than 20 hours per week must complete **2 PDUs** annually.
- Staff working fewer than 50 hours per year have **no PD requirement**.

CLERKS

New clerks involved in data entry must attend AERIN training for new users. Experienced clerks may update their skills by attending annual AERIN training or by watching [online videos on AERIN](#). Clerks are not required to complete an annual PD plan.

ADDITIONAL PD FOR QUALITY STUDENT OUTCOMES

It is strongly recommended that each program have instructors trained in the following:

ASSESSMENT

- Reading Assessment: Adult Diagnostic Reading Inventory (ADRI) workshop or the ARCS Reading Profiles workshop
- Introduction to TABE
- Administering the GED Official Practice Test
- Scoring the GED Essay

LEARNING DISABILITIES

- LD 200 online course and Part 2 Bridges to Practice OR Bridges to Practice 1 and 2

READING AND WRITING

- Strategies for the Struggling Reader (3.9 or below) or Instructional Strategies for the Pre-GED Reader (4.0-8.9)
- KYAE Writing Institute

COMPUTER SOFTWARE APPLICATIONS

- AERIN or Camtasia AERIN training
- PDtrack
- Introduction to Software Applications

Adult educators using the Best Plus or CASAS assessments must be trained by a vendor-certified trainer.

Adult educators using PLATO, WIN and LiteracyLink must be trained by a KYAE-approved trainer.

PROFESSIONAL DEVELOPMENT FUNDS

Professional development funds are to be used for:

- In-state events that award PDUs
- KYAE-sponsored meetings or events
- Regional meetings called by regional program support associates
- Approved ProLiteracy online courses listed in the PD e-Handbook

A reasonable and prudent amount of professional development funds may be used to attend approved out-of-state conferences that award PDUs. Approved out-of-state conferences are listed in the [PD e-Handbook](#).

Administrative or performance funds may be used for out-of-state conferences that are not on the approved list only with the approval of the Senior Associate for Professional Development. Programs must allow at least 30 days for the approval process. See page 43 for contact information.

KYAE funds are to be used for actual costs of registration, not to include memberships. Meals covered by registration fees are not reimbursable.

Professional Development funds may be used to pay an instructor's salary while attending training.

Local providers shall comply with the travel policy of their fiscal agent. Fiscal agents without a formalized travel policy shall use the [state travel policy](#).

Contact Information:

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Funding

Each Kentucky county is entitled to a core services grant determined by formula to fund adult literacy services, adult basic education, GED preparation/adult secondary education, English as a second language, family literacy, corrections education in full-service jails and workplace education. The Kentucky Adult Education Act of 2000 requires services to be targeted to communities with the greatest need; therefore, the funding formula is based on the number of adults in each county without a high school diploma or GED, age 18 and over, according to the 2000 U.S. Census. Funding is distributed through grants to eligible organizations in every Kentucky county based on a request for proposal process determined by KYAE.

Workforce Alliance funds for workplace education projects are available through successful application pending the availability of funds.

English literacy/civics funding is available on a limited basis to adult education providers based on an RFP process determined by KYAE.

PERFORMANCE FUNDING

Performance Funding consists of two parts – Program Performance Funding and Student Performance Funding. County programs may receive both Program Performance Funding and Student Performance Funding. County programs that are not eligible for Program Performance Funding may still qualify for Student Performance funding for students achieving the outcomes described below.

PROGRAM PERFORMANCE FUNDING

To qualify for Program Performance Funding, county adult education programs must meet or exceed their enrollment goal and at least 70 percent of the county's performance indicators (70 percent of the levels or goals in which programs have students enrolled):

- Completing NRS educational levels (beginning literacy, beginning ABE, low intermediate ABE, high intermediate ABE, low adult secondary, ESL beginning literacy, ESL low beginning, ESL high beginning, ESL low intermediate, ESL high intermediate and ESL advanced)
- Entering postsecondary education/training
- Earning a GED

The two employment-related indicators are not considered when determining Program Performance Funding because the data match cannot be completed in time for awarding the funding. However, these indicators continue to be important in determining Kentucky's eligibility for federal Workforce Investment Act (WIA) incentive awards. It's important that providers continue to mark the employment goals for students where appropriate.

STUDENT PERFORMANCE FUNDING

Student Performance Funding provides an opportunity for programs to increase their funding through specific student outcomes. Programs may earn Student Performance Funding for the following:

- Each GED attainment.
- Each family literacy student making a learning gain or earning a GED and meeting an average of four PACT hours (two facilitated and two unfacilitated) and two parenting hours per month while enrolled in family literacy.
- Students making multiple level gains.
- Each GED graduate transitioning to postsecondary education.
- Each Kentucky Employability Certificate (KEC) and Kentucky Manufacturing Skill Standards (KMSS) certificate attainment.

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Administrative

FINANCIAL REPORTING

Providers shall be reimbursed for reasonable, allowable and actual costs incurred if costs are specified in the contract. Providers must invoice on a monthly basis. Invoices are due on the 10th of each month; refer to the contract for end-of-the-year invoicing requirements. Failure to comply with these deadlines may result in payment being delayed or withheld.

A line item in local program budgets allows for the use of up to 0.5 percent of the core services grant for GED ceremonies and refreshments for student activities.

Administrative expenses may not exceed 15 percent of the total amount invoiced for core services or Workforce Alliance grants or 5 percent of the total invoiced for EL/civics.

Corrections expenditures must be reported as a line item on invoices to KYAE.

WORKING CAPITAL ADVANCE

In accordance with the federal *Cash Management Improvement Act*, eligible providers that lack sufficient working capital may submit a written request for a working capital advance. The amount of the advance cannot exceed one quarter of the approved budget. Upon approval, the recipient of the advance must submit monthly invoices for cost reimbursement. If the total disbursement amount exceeds the actual costs incurred, the provider shall reimburse the Commonwealth.

EXPENDITURE REPORTS AND TIMESHEETS

Providers shall use the KYAE-10 Expenditure Report Form and the TS1 timesheet. A separate expenditure report form shall be completed for each program (core services, corrections, workplace education, etc.) by county. For fiscal agents administering more than one county, a report shall be submitted for each county individually and summarized collectively by contract. KYAE-10 reports shall indicate the funding source to which expenditures are charged. Incomplete or incorrect KYAE-10 reports shall be returned to the provider and may result in payment being delayed or withheld.

BUDGET AMENDMENT REQUEST FORM

Provider expenditures shall not exceed the line item allocations or budget total as specified in the contract. To make changes to the contract budget, providers must submit a Budget Amendment Request Form (page two of the Expenditure Report Form). To change a line item more than 10 percent, providers must indicate "amendment request" on the form. Written KYAE approval must be

obtained before a provider may reallocate funds among line items. To change line item amounts by 10 percent or less, providers must submit the form and indicate the change as “realignment.”

INVENTORY REPORTING

Providers shall submit an annual Inventory Report (INV-1) by August 31 of each year and list all purchases made during the previous contract year of non-consumable items with a useful life greater than one year.

RECORDS

Providers shall retain all records and accounts that relate to KYAE grants for a period of three years from the close of the grant and shall make those records available for inspection and audit by KYAE or an authorized representative.

DATA COLLECTION AND REPORTING

Providers are required to submit data electronically using the management information system. Failure to comply with the following deadlines may result in the withholding of payment:

- County adult education providers shall submit student data (for example, enrollment, goal attainment) by the 10th of the month for the previous month.
- Daily student contact and attendance hours shall be entered at least monthly by the 10th of the month for the previous month. NRS defines [contact and attendance hours](#) as “hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring or participation in a learning lab. (Note: Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress or inform instruction. Time used to take the GED test, for example, cannot be counted as instructional activity.)”
- Providers shall update all separations by the last day of the quarter (September 30, December 31, March 31 and June 30).
- Final program year data shall be entered into AERIN by July 10.

KYAE regularly updates the AERIN Users’ Manual and the KYAE Policy and Procedure Manual to incorporate NRS changes. Updates on system changes and revisions to the Users’ Manual are announced and posted on [KYAE’s Web site](#) and through e-mail.

New AERIN users are required to complete a training session prior to being issued a user identification number.

TECHNOLOGY

Fiscal agents shall provide technical support for maintenance of hardware and network.

County programs must have at least one site with technology and connectivity to offer curriculum and related learning products available on the Internet.

Providers are required to have access to the World Wide Web, KYAE's Web site (www.kyae.ky.gov) and e-mail services via a dedicated line.

All program directors and full-time instructors shall have an individual e-mail address.

EQUIPMENT AND SUPPLIES

Providers must have appropriate assessment and instructional materials to meet the needs of their students. The assessment instruments shall be kept in a secure environment according to vendor requirements.

Any non-consumable items purchased with adult education funds shall revert to Kentucky Adult Education at the end of the project or at program closure.

FACILITIES

Facilities housing adult education programs shall:

- Be in compliance with the Americans with Disabilities Act of 1990.
- Have posted hours of operation.
- Have appropriate exterior signage identifying the state and federal funded programs.
- Provide a safe learning environment.
- Provide an age appropriate setting.

Programs providing adult education services shall:

- Offer students flexible schedules and support services.
- Provide at least one site with technology and connectivity to offer curriculum and related learning products available on the Internet.

COST FOR FACILITIES

State and federal funds are to be used for program services. Fiscal agents are encouraged to seek donated or in-kind space in order to provide maximum resources to the students. If lease expenditures are necessary, they shall meet the definition of reasonable as defined in federal circulars (A-87, A-122 and others) as applicable.

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